

TEACHER INTERACTIONS: The *Teacher Interactions* category records the predominant pedagogical approach being employed by the teacher.

1. **Coaching/conferencing:** Teachers actively working with individual students or smaller student groups while other students are working either independently or in small groups. This option should also be selected when teachers are conducting whole-class activities in which students are working in small groups or as a whole group, such as when physical-education teachers are “coaching” a group of students or a music teacher is conducting a rehearsal.
2. **Monitoring:** Teachers observing, but not verbally interacting with, students engaged in individual or group work for the purpose of assessing student understanding or ability to complete an assignment.
3. **Facilitating discussion:** Teachers leading a whole-class discussion in which questions and comments move from student to student. A teacher may or may not be guiding the discussion, but he or she is not interjecting or correcting after every student comment.
4. **Posing questions:** Teacher-student interactions in which the teacher is posing a series of questions to (1) introduce or review a concept, (2) give students practice applying their knowledge or skills, or (3) assess a class’s understanding of a concept or lesson.
5. **Presenting:** Teachers or guest speakers delivering course content while students listen or watch. This could take the form of a lecture, demonstration, slide show, film, or even a conversation if the teacher is intentionally delivering course content to the students.
6. **Independent teacher work:** Teachers engaged in an activity that is not directly related to the lesson in which students are engaged.

STUDENT INTERACTIONS: The *Student Interactions* category records the predominant learning interaction in which the majority of students are engaged.

1. **Working in groups:** Learning situations in which the class is divided into groups of two or more students to work on an assigned task or engage in small group discussions.
2. **Working independently:** Learning situations in which students are working independently on a task.
3. **Presenting/performing:** Learning situations in which individual students or groups of students are performing or presenting material to the class.
4. **Discussing:** Learning situations in which students are involved in a whole-class discussion with questions and comments moving from student to student. A teacher may or may not be guiding the discussion, but he or she is not interjecting or correcting after every student comment.
5. **Responding to questions:** Learning situations in which students are answering questions posed by the teacher to (1) introduce or review a concept, (2) give students practice applying their knowledge or skills, or (3) evaluate a class’s understanding of a concept or lesson.
6. **Listening/viewing:** Learning situations in which students are listening or watching a teacher or guest speaker deliver course content. This could take the form of a lecture, demonstration, slide show, film, or even a conversation if the teacher is primarily delivering course content to students.
7. **Down time:** Learning situations in which students are not clearly engaged in an assigned task or purposeful learning activity.

BLOOM’S TAXONOMY LEVEL: The *Bloom’s Taxonomy Level* category is used to record the level of student cognition and learning taking place in a classroom. (Note: Observers should (1) record the cognitive processes of students, not teachers; (2) record only observable actions, not pedagogical intent; and (3) record only the predominant level of Bloom’s Taxonomy observed, not the highest or lowest level.)

1. **Remembering/understanding:** Retrieving relevant knowledge from long-term memory; constructing meaning from instructional messages, including oral, written, and graphic communication. Associated terms include clarifying, exemplifying, categorizing, summarizing, inferring, matching, explaining, recognizing, and recalling.

2. **Applying:** Carrying out a procedure or using learned knowledge in a given situation. Associated terms include executing and implementing.
3. **Analyzing/evaluating:** Breaking down material into its constituent parts and determining how the parts relate to one another and to an overall structure and purpose; making judgments based on criteria or standards. Associated terms include testing, critiquing, differentiating, parsing, and deconstructing.
4. **Creating:** Putting new elements together to form a coherent or functional whole; reorganizing elements into new patterns or structures. Associated terms include hypothesizing, designing, and constructing.
5. **NA/down time:** Situations in which the majority of students are socializing or unengaged in an assigned task or purposeful learning activity for the majority of the observation.

LEARNING APPROACHES: The *Learning Approaches* category lists several pedagogical or classroom characteristics that may or may not be present during an observation period. *Learning Approaches* is the only category that does not require a single forced-choice selection—observers check all the options that apply.

1. **Discrete student tasks:** Learning situations in which individual students or groups of students are engaged in multiple (and observably different) tasks intended to achieve the same learning objectives.
2. **Student choice:** Learning situations in which the observer recognizes that students have been given a choice in the design or execution of a lesson, task, or other learning activity. Selecting an activity partner or choosing among several different themes or options would constitute evidence of student choice.
3. **Kinesthetic activity:** Any physical or hands-on activity in which students are (1) participating in physical activities or movements or (2) manipulating objects or materials in ways that enhance the learning experience. This option should not be selected when students are writing, typing, or using a calculator.
4. **Visual cues:** Learning situations in which teachers are using or have provided visual aids to enhance the learning experience and help ensure the comprehension and retention of material. Visual cues may include handouts, diagrams, outlines, learning objectives, written notes, visual presentations, etc.
5. **Teacher technology use:** Teachers using digital tools to enhance the learning experience for students. (NOTE: *digital tools* might include computers, handheld electronic devices, interactive whiteboards, probeware, or graphing calculators, but not VHS/DVD players, TVs, or overhead/LCD projectors).
6. **Student technology use:** Students using digital tools in ways that enhance the learning experience.
7. **Video/TV viewing:** Learning situations in which students are watching a film, educational video, or animated clip on a television or video-projection screen.
8. **Literacy Strategies in use:** Learning situations in which specific strategies help students access content through listening, speaking, reading, or writing. Examples include: engaging in oral conversations about a text; rereading a text or reading out loud; reviewing vocabulary; using graphic organizers to enhance understanding; and teaching students specific strategies for editing their writing or presentations.
9. **Numeracy strategies in use:** Learning situations in which strategies help students understand, use, and represent mathematical concepts and models, manipulate and calculate mathematical equations or reason, and communicate mathematical information. Examples include logical or reasoning activities; constructing, analyzing, and interpreting graphs; modeling; using statistics; doing mathematical operations; and formulating and devising mathematical strategies to solve problems.
10. **Assessing formally:** Learning situations in which a teacher is collecting information or data on what students know, understand, or can demonstrate about learning standards in the form of a summative assessment, such as a performance, demonstration, test, written task, or rubric. This also could include other assessment tasks such as a quizzes, exit slips, and student self-assessments or peer assessments.
11. **Student-directed learning:** Learning situations in which students are engaged in open-ended, long-term, or unfamiliar assignments that require them to make decisions about their learning. This includes engaging with an essential question or choosing appropriate materials, resources, processes, and/or products that result in knowledge construction. Completing worksheets, tasks, labs, or group activities that require students to follow step-by-step directions would not be considered student-directed learning.
12. **Student work displayed:** Learning situations in which student work has been prominently displayed.